DOCUMENT RESUME

ED 093 144 EC 062 416

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TITLE	Professional Staff for the Handicapped in Local Public Schools Spring 1970.
INSTITUTION	National Center for Educational Statistics (DHEW/OE), Washington, D.C.
REPORT NO	DHEW-OE-74-214
PUB DATE	74
NOTE	26p.
AVAILABLE FROM	Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50)
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	*Class Size; *Exceptional Child Research; *Handicapped Children; *National Surveys; Regular Class Placement; Special Classes; Special Education Teachers; *Statistical Data; Teachers; Tutoring

ABSTRACT

Reported are results of a 1970 survey of 1,996 public elementary and secondary schools, representative of the nation's 81,000 local public schools, to determine the numbers of professional staff serving the following groups of handicapped pupils: speech impaired, learning disabled, mentally retarded, emotionally disturbed, hard of hearing, deaf, crippled, partially sighted, and blind. Data are reported for three instructional situations: teachers of separate special classes, regular teachers who provide special instruction in regular classes, and specialized professional personnel who provide individualized instruction or assistance. Conclusions of the report include findings which indicate provision of special instruction for pupils with learning disabilities by an estimated 123,000 professional personnel of which two-thirds are regular teachers, provision of special instruction for the mentally retarded by an estimated 102,500 professional personnel, pupil staff ratios in special classes ranging from 69 pupils per staff member for the speech impaired to 6 students per staff member for the blind, and pupil staff ratios for individualized special instruction ranging from 15 students per staff member for the speech impaired to 2 students per staff member for the hard of hearing, the partially sighted, and the blind. Appendixes provide information on general methodology, sampling reliability and tables, and the relevant questionnaire items and definitions. (DB)

ED 093144

74-214

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Professional Staff for the Handicapped in Local Public Schools Spring 1970

by
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U.S. GOVERNMENT PRINTING OFFICE
WASHINGTON: 1974

For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 - Price 50 cents

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FOREWORD

This is one of a series of reports being prepared by the Office of Education's National Center for Educational Statistics (NCES) on provision of instruction to handicapped pupils in local public schools. Two summary reports have already presented statistics on numbers of, and modes of instructing, handicapped pupils. A fourth report will present basic statistics on each of the nine handicaps for which data were collected.

Reports in this series are based on results of the spring 1970 School Staffing Survey, which was developed and directed by Leslie J. Silverman and A. Stafford Metz of the Educational Manpower Statistics Branch, NCES, under supervision of Boyd Ladd, Assistant Director for Statistical Development, NCES.

Partial data on the handicapped, drawn from this survey, have appeared in several earlier publications, including Mental Retardation Source Book of the Department of Health, Education, and Welfare, DHEW Publication No. (OS) 73-81; Estimates and Projections of Special Target Group Populations in Public Elementary and Secondary Schools, prepared by Joseph Froomkin, Inc., for the President's Commission on School Finance; and "Numbers of Pupils with Specific Learning Disabilities in Local Public Schools in the United States: Spring 1970," appearing in Minimal Brain Dysfunction, Volume 205 of the Annals of the New York Academy of Sciences.

The statistical information on staff providing special instruction or assistance to handicapped pupils in public schools summarized in this publication was developed for, and in cooperation with, the Office of Education's Bureau of Education for the Handicapped (BEH). Sample design, estimation procedures, data collection, and tabulation were conducted under contract by Westat, Inc., Rockville, Md. Subsequent analysis was carried out under contract by the Research Triangle Institute, Research Triangle Park, N. C.

In addition to furnishing partial financial support for the portion of the survey which produced data for this report, BEH provided

professional personnel who contributed significantly to both survey design and data analysis. We are grateful to the many public school principals who took time from their very busy days to complete the questionnaires, and to the coordinator in each State department of education who made the data collection possible.

Marjorie O. Chandler
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INTRODUCTION

This report examines and seeks to clarify the extent to which professional staff in local public schools serve the handicapped. Professional personnel assisting the handicapped are presented in three instructional situations: (1) teachers of separate (special) classes, (2) regular teachers who provide special instruction in regular classes, and (3) specialized professional personnel who provide individualized instruction or assistance. In addition, pupil-teacher ratios are presented for teachers of separate classes and for professional personnel who provided individualized instruction or assistance. Relevant information is provided for nine groups of handicapped pupils: speech impaired, learning disabled, mentally retarded, emotionally disturbed, hard of hearing, deaf, crippled, partially sighted, and blind.

The study did not collect data on certification in special education. It is unlikely that, in most cases, regular teachers who provided special instruction in regular classes had received extensive training in working with handicapped pupils. It is believed that certification is more common among the other two groups, but the extent of certification is not known.

Data in this report are derived from responses by local public school principals to the 1970 School Staffing Survey. The survey sample of local public schools was drawn from a population stratified on three characteristics (school level, location, and enrollment size), and involved approximately 2,000 schools (in districts with enrollments of 300 or more) representative of the 81,000 such schools in the United States. Special schools with enrollment limited to handicapped pupils and operated by local public school systems had the same chance of being included in the sample as did all other schools of the same level, location, and enrollment size. Private schools, State-operated schools, and schools operated by intermediate school districts were not included in the survey. (See appendix A for details of the survey methodology.)

HOW MANY PROFESSIONAL PERSONNEL PROVIDED SPECIAL INSTRUCTION OR ASSISTANCE IN THE DIFFERENT INSTRUCTIONAL SITUATIONS?

An estimated 123,000 professional personnel provided some form of special instruction or assistance to pupils with specific learning disabilities.[1] Of this number, about two-thirds were regular teachers who provided special instruction in regular classes; only one-third were either teachers of special classes or specialized professional personnel who provided individualized instruction.[2] (See table 1. Full-time equivalents /FTE's/ of teachers of separate classes are presented in table 2.)

Other handicapped groups to which sizable numbers of professional personnel were assigned were the mentally retarded, the speech impaired, and the emotionally disturbed. For the mentally retarded, there were 102,500 professional personnel, of whom 53 percent (about 54,000) were teachers of separate classes. An additional 41 percent were regular teachers and only 6 percent were staff who provided individualized instruction. For the speech-impaired, the estimated number of professional personnel was 96,700, distributed nearly equally among the three instructional situations. For the emotionally disturbed, there were an estimated 74,100 professional personnel. These professionals were distributed among all three instructional situations, as were those working with the learning disabled.

Local public schools reported relatively small numbers of professional personnel serving the hard of hearing, the deaf, the partially sighted, the blind, and the crippled. Except for those serving the deaf, most of these individuals were regular teachers providing special

---

1/ See appendix C for definitions of types of handicaps.

2/ Some duplication may have occurred in reporting numbers of staff for the different types of handicapped pupils. Personnel reported as part-time teachers of separate (special) classes in some instances may have been reported also under those providing individualized instruction. The findings on regular teachers providing special instruction in regular classes and on the full-time equivalents of staff presented in the following section are not affected by possible duplication.

instruction in regular classes (table 1).[3/]

For each of the handicapping conditions, with the exception of blindness, elementary schools tended to have more professional personnel than did secondary schools; this situation generally paralleled the larger number of handicapped pupils found in each of the handicapping conditions at that level.[4/]

WHAT WERE THE PUPIL-STAFF RATIOS FOR INSTRUCTION PROVIDED IN SEPARATE CLASSES?

Table 2 presents the ratios of handicapped pupils receiving instruction in separate (special) classes to full-time equivalents[5/] of professional staff instructing handicapped pupils in separate classes. The highest pupil-staff ratios were for the speech impaired (69 pupils per staff member) and for the learning disabled (24 pupils per staff member). The remaining ratios were lower, ranging from 13 for the mentally retarded to 6 for the blind.

Pupil-staff ratios for elementary and secondary schools tended to be similar for the handicapping conditions. Elementary schools did have a higher ratio for speech-impaired pupils (73 compared with 46), and lower ratios for learning-disabled (21 compared with 35) and crippled pupils (10 compared with 17).

3/ Caution should be exerted when calculating a total figure for staff for the handicapped. An estimated total of 464,200 was derived when summing staff for the individual handicaps. However, this estimate was probably somewhat larger than the actual number, because of possible duplication in reporting staff for the different types of handicap. Principals, who reported separately the number of professional staff instructing pupils in each of nine handicapping conditions, were not asked to give the total number of professional staff for all pupils with any handicapping condition.

4/ For data on numbers of handicapped pupils in these schools, see Number of Pupils with Handicaps in Local Public Schools, Spring 1970, U.S. Department of Health, Education, and Welfare, Office of Education, DHEW No. (OE) 73-11107.

5/ Full-time equivalents of full-time and part-time assignments.

WHAT WERE THE PUPIL-STAFF RATIOS FOR INDIVIDUALIZED SPECIAL INSTRUCTION OR ASSISTANCE?

Ratios of handicapped pupils receiving individualized special instruction or assistance to specialized professional personnel providing individualized special instruction or assistance are provided in table 3. The highest ratio (15) was for the speech impaired. The ratios for the other handicaps were less than half that of the speech impaired, ranging from 7 for the learning disabled and the emotionally disturbed to 2 for the hard of hearing, the partially sighted, and the blind.

In general, elementary and secondary schools showed similar pupil-staff ratios. Elementary schools did, however, show a higher ratio for speech impairment (17 compared with 9), and a lower ratio for mental retardation (3 compared with 11).

TABLES

Table 1.--Professional personnel for the handicapped in local public schools in each type of instructional situation, by type of handicapped pupils taught and by level of school: 50 States and D.C., spring 1970

Type of handicapped pupils taught	All professional staff for the handicapped		Teachers of separate (special) classes		Regular teachers who provided special instruction in regular classes		Specialized professional personnel who provided individualized instruction	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All schools [1]								
Speech impaired	96,700	100	35,100	37	31,400	32	30,200	31
Learning disabled	123,000	100	27,900	23	81,400	66	13,700	11
Mentally retarded	102,500	100	54,300	53	41,900	41	6,200	6
Emotionally disturbed	74,100	100	11,300	15	48,800	66	14,000	19
Hard of hearing	21,200	100	2,000	10	12,500	58	6,700	32
Deaf	6,200	100	2,300	38	3,000	48	800	14
Crippled	13,400	100	1,800	14	8,200	61	3,400	25
Partially sighted	20,200	100	800	4	16,100	80	3,300	16
Blind	6,900	100	500	8	4,600	66	1,800	26
Elementary schools								
Speech impaired	75,900	100	30,600	40	22,600	30	22,800	30
Learning disabled	97,000	100	19,700	20	66,400	69	10,800	11
Mentally retarded	64,700	100	31,700	49	28,500	44	4,500	7
Emotionally disturbed	53,700	100	8,200	15	36,000	67	9,500	18
Hard of hearing	13,600	100	1,500	11	6,900	51	5,200	38
Deaf	4,400	100	1,900	43	1,800	42	700	15
Crippled	7,800	100	900	11	4,500	58	2,400	31
Partially sighted	11,600	100	500	4	9,000	78	2,000	18
Blind	2,100	100	200	10	900	44	1,000	46
Secondary schools								
Speech impaired	14,500	100	3,000	21	5,000	34	6,600	45
Learning disabled	24,100	100	8,000	33	13,500	56	2,600	11
Mentally retarded	30,900	100	18,500	60	10,900	35	1,400	5
Emotionally disturbed	18,700	100	2,800	15	11,500	61	4,500	24
Hard of hearing	7,500	100	500	7	5,500	73	1,500	20
Deaf	1,700	100	200	15	1,200	74	200	11
Crippled	4,800	100	800	17	3,100	65	900	18
Partially sighted	8,000	100	300	4	6,500	82	1,100	14
Blind	4,800	100	300	7	3,700	75	900	18

1/ Professional staff in combined schools, with both elementary and secondary grades, are included in the "all schools" category but not in the detail by school level.

Note.--Percentages are computed on unrounded numbers.

Table 2.--Handicapped pupils in local public schools who received all or part of their instruction in separate (special) classes, FTE's[1] of professional staff who provided this instruction, and numbers of handicapped pupils per FTE staff providing this instruction, by type of handicapped pupils taught and by level of school: 50 States and D.C., spring 1970

Type of handicapped pupils taught	Number of handicapped pupils receiving instruction in separate classes	FTE's of professional staff instructing in separate (special) classes	
		Number	Numbers of handicapped pupils per FTE staff providing instruction in separate classes
All schools [2]			
Speech impaired	853,000	12,300	69
Learning disabled	418,000	17,200	24
Mentally retarded	603,000	48,000	13
Emotionally disturbed	85,000	9,000	9
Hard of hearing	10,000	1,200	9
Deaf	17,000	2,300	7
Crippled	15,000	1,300	12
Partially sighted	5,000	600	8
Blind	2,000	400	6
Elementary schools			
Speech impaired	779,000	10,700	73
Learning disabled	284,000	13,200	21
Mentally retarded	351,000	29,400	12
Emotionally disturbed	58,000	6,400	9
Hard of hearing	7,000	700	9
Deaf	14,000	1,900	7
Crippled	8,000	800	10
Partially sighted	3,000	300	9
Blind	1,000	200	7
Secondary schools			
Speech impaired	45,000	1,000	46
Learning disabled	134,000	3,900	35
Mentally retarded	201,000	14,700	14
Emotionally disturbed	24,000	2,300	11
Hard of hearing	3,000	400	8
Deaf	1,000	200	6
Crippled	7,000	400	17
Partially sighted	1,000	200	6
Blind	1,000	200	5

1/ FTE=Full time equivalent of full-time and part-time assignments.

2/ Handicapped pupils and professional staff in combined schools, with both elementary and secondary grades, are included in the "all schools" category but not in the detail by school level.

Table 3.--Handicapped pupils in local public schools who received individualized special instruction or assistance from specialized professional personnel, number of specialized professional personnel who provided this instruction or assistance, and number of handicapped pupils per staff providing this instruction, by type of handicapped pupils taught and by level of school: 50 States and D. C., spring 1970

Type of handicapped pupils taught	Number of handicapped pupils who received individualized special instruction or assistance	Specialized professional personnel	
		Number	Number of handicapped pupils per specialized professional personnel providing individualized special instruction
All schools [1]			
Speech impaired	462,000	30,200	15
Learning disabled	96,000	13,700	7
Mentally retarded	33,000	6,200	5
Emotionally disturbed	95,000	14,000	7
Hard of hearing	13,000	6,700	2
Deaf	2,000	800	3
Crippled	9,000	3,400	3
Partially sighted	6,000	3,300	2
Blind	3,000	1,800	2
Elementary schools			
Speech impaired	384,000	22,800	17
Learning disabled	69,000	10,800	6
Mentally retarded	15,000	4,500	3
Emotionally disturbed	64,000	9,500	7
Hard of hearing	9,000	5,200	2
Deaf	2,000	700	3
Crippled	6,000	2,400	2
Partially sighted	4,000	2,100	2
Blind	2,000	1,000	2
Secondary schools			
Speech impaired	60,000	6,600	9
Learning disabled	19,000	2,600	7
Mentally retarded	15,000	1,400	11
Emotionally disturbed	31,000	4,500	7
Hard of hearing	4,000	1,500	2
Deaf	(*)	200	2
Crippled	4,000	900	4
Partially sighted	2,000	1,100	2
Blind	1,000	900	2

1/ Pupils and professional staff in combined schools, with both elementary and secondary grades, are included in the "all schools" category but not in the detail by school level.

* Number greater than zero but less than 500.

APPENDIXES

APPENDIX A
GENERAL METHODOLOGY

Source of Data

The source of data for this report is the School Staffing Survey conducted in the spring of 1970 by the National Center for Educational Statistics, Office of Education (OE), with support from OE's National Center for the Improvement of Educational Systems and the Bureau of Education for the Handicapped.

Design of the Survey

Data on handicapped pupils were collected in spring 1970 from a survey sample of 1,996 public elementary and secondary schools, representative of the Nation's 81,000 local public schools, by 3 strata: school level--elementary and secondary; school location--large cities (the 130 cities with 100,000 or more population as of the 1960 census), the metropolitan areas surrounding these cities, and all other areas of the 50 States and the District of Columbia; and enrollment size--5 groups.

This was a subsample of the total School Staffing Survey sample of 4,400 schools. Schools in systems enrolling fewer than 300 pupils were excluded from the survey. These systems contained about 10 percent of all schools but less than 2 percent of all pupils in public schools. Approximately 85 percent of the 1,996 schools in this subsample returned usable forms and are the basis for estimates of the populations of schools and pupils.

Data in this report were gathered from school principals or from members of the principals' immediate staffs.

APPENDIX B
SAMPLING RELIABILITY AND TABLES

Because the data in this report are derived from a sample, they are subject to sampling variability. The sampling error is a measure of sampling variability such that the chances are about 2 in 3 that an estimate from the sample would differ from the result of a survey of all schools using the same procedures by less than the sampling error. The sampling error does not include systematic error or bias in the data such as might affect the data in a complete survey. These notes describe the method for deriving approximate measures of sampling errors for data presented in this report.

1. Sampling error for number of professional personnel for the handicapped (numerical columns in table 1)

This section presents procedures for determining estimates of sampling error for estimates of the number of professional personnel for the different types of handicapped pupils according to school level. Estimates of sampling error are found by reference to the percent of schools that have professional personnel for the given condition (table A). The relative sampling error for the percent of schools is used for determining the sampling error and is found by looking in table B under the appropriate percent-of-schools column and school-level row (interpolate for percent of schools when necessary).

> Example: Consider in table 1 the number of professional personnel for the learning disabled (97,000) in the elementary schools category. Appendix table A shows that an estimated 40 percent of all 56,900 elementary schools provided special instruction to learning-disabled pupils. Appendix table B shows that an estimate of the total number of pupils with specific learning disabilities in the "all schools" category is subject to an estimated relative sampling error of 8.7 percent (by interpolation) when 40 percent of the schools in this category report giving special instruction to learning-disabled pupils. The relative

sampling error (8.7 percent) in this example, when applied to the estimate of 97,000 professional personnel for the learning disabled in elementary schools (.087 x 97,000), gives a sampling error of about 8,000 teachers.

2. Sampling error for percent of professional personnel for the handicapped providing instruction in the special modes of instruction (percentage columns in table 1)

Sampling errors for estimated percents of professional personnel for the handicapped in each of the special modes of instruction can be estimated according to the following procedures:

For percents less than 20, use the relative errors provided in table B for the numerator estimate:

Example: Table 1 estimates that 15 percent (i.e., 11,300 out of 74,100) of teachers of the emotionally disturbed in all schools taught in separate, special classes. Appendix table A shows that the 15-percent estimate was derived from an estimated 24 percent of all 81,000 schools. Appendix table B reveals that, with 24 percent reporting, an estimate of the percent of emotionally disturbed pupils in secondary schools receiving part of their instruction in separate, special classes is subject to an estimated relative sampling error of 8.3 percent (by interpolation). This relative sampling error, when applied to the 15-percent estimate (.083 x .15), gives a sampling error of 1 percent.

For percents greater than 20, use:

$$\text{Relative error}\left(\frac{X}{Y}\right) = \sqrt{(\text{relative error of } X)^2 - (\text{relative error of } Y)^2}$$

Example: Table 1 shows that an estimated 40 percent (i.e., 30,600 out of a 75,900 total) of teachers of speech-impaired pupils in elementary schools (Y) taught in separate classes (X). An estimated 51 percent of elementary schools provided instruction in separate classes for speech-impaired pupils, while an estimated 77 percent provided these pupils with special instruction (appendix table A). The values for the relative sampling errors obtained from appendix table B by interpolation are approximately X = 6.9 and Y = 5.0, and the relative sampling error of the ratio is 4.8 percent ($\sqrt{(6.9)^2-(5.0)^2}$). This error, when applied to the estimated percentage of elementary school teachers of speech-impaired pupils teaching in separate classes (.048 x .40), gives a sampling error of 1.9 percent.

3. Sampling errors for number of handicapped pupils per staff (tables 2 and 3) are the following:

Type of handicapped pupils taught	Sampling error (pupils per staff)	
	Numbers of handicapped pupils per FTE staff providing instruction in separate classes (table 2)	Numbers of handicapped pupils per staff providing instruction or assistance by specialized professional personnel (table 3)
	All schools	
Speech impaired	4	1
Learning disabled	2	1
Mentally retarded	1	(*)
Emotionally disturbed	1	1
Hard of hearing	3	(*)
Deaf	2	1
Crippled	4	(*)
Partially sighted	3	(*)
Blind	3	1

(Continues)

* Sampling error greater than zero but less than 0.5 percent.

(Continued)

Type of handicapped pupils taught	Sampling error (pupils per staff)	
	Numbers of handicapped pupils per FTE staff providing instruction in separate classes (table 2)	Numbers of handicapped pupils per staff providing instruction or assistance by specialized professional personnel (table 3)
Elementary schools		
Speech impaired	5	1
Learning disabled	3	1
Mentally retarded	1	(*)
Emotionally disturbed	2	1
Hard of hearing	4	(*)
Deaf	4	1
Crippled	5	(*)
Partially sighted	4	(*)
Blind	6	1
Secordary schools		
Speech impaired	7	1
Learning disabled	5	1
Mentally retarded	1	1
Emotionally disturbed	2	1
Hard of hearing	4	1
Deaf	3	1
Crippled	2	1
Partially sighted	3	(*)
Blind	2	(*)

* Sampling error greater than zero but less than 0.5 percent.

Table A.--Percent of local public schools which provided specialized instruction or assistance by mode of specialized instruction or assistance, type of handicapped pupils, and level of school: 50 States and D. C., spring 1970

Type of handicapped pupils taught	Percent of schools which provided any specialized instruction or assistance	Percent of schools which provided instruction in separate classes	Percent of schools which provided individualized instruction or assistance by specialized professional personnel
All schools			
Speech impaired	68	41	44
Learning disabled	34	16	26
Mentally retarded	46	31	22
Emotionally disturbed	24	6	22
Hard of hearing	13	2	12
Deaf	4	1	3
Crippled	10	1	10
Partially sighted	10	1	9
Blind	4	(*)	3
Elementary schools			
Speech impaired	77	51	47
Learning disabled	30	18	30
Mentally retarded	45	27	24
Emotionally disturbed	26	6	23
Hard of hearing	15	2	14
Deaf	4	1	4
Crippled	11	1	10
Partially sighted	9	1	9
Blind	3	(*)	2
Secondary schools			
Speech impaired	44	13	37
Learning disabled	21	11	15
Mentally retarded	49	40	16
Emotionally disturbed	13	5	21
Hard of hearing	11	1	10
Deaf	7	1	2
Crippled	10	3	8
Partially sighted	11	1	11
Blind	6	1	6

* Percent greater than zero but less than 0.5 percent.

Table B. -- Estimated relative sampling errors, in percent, for estimates of numbers and percent of professional personnel providing special instruction or assistance, by level of school

Level of school	Estimated percent of schools reporting the item					
	5	10	25	50	75	100
All schools	19.4	13.5	8.1	5.2	3.7	2.7
Elementary schools..	26.9	18.7	11.2	7.1	5.1	3.7
Secondary schools ...	27.1	18.8	11.3	7.2	5.2	3.7

APPENDIX C
RELEVANT QUESTIONNAIRE ITEMS AND DEFINITIONS

Example of Questions Asked

The same questions were asked for all nine types of handicaps. The questions, using specific learning disabilities as an example, are presented on pages 18 and 19.

PUPILS WITH SPECIFIC LEARNING DISABILITIES[1]

A. Are there currently any special classes in this school for PUPILS WITH SPECIFIC LEARNING DISABILITIES?

Yes... ☐

No.... ☐ → (Skip to G)

PUPILS RECEIVING ALL THEIR INSTRUCTION IN SPECIAL (OR SEPARATE) CLASSES

B. Are there currently any pupils in this school who receive ALL their instruction (with the possible exception of physical education) in separate (or special) classes for PUPILS WITH SPECIFIC LEARNING DISABILITIES? (Do not include here pupils who receive only part of their instruction in separate classes. Record them in C below.)

Yes... ☐ → Number of pupils in these classes.._____

No.... ☐

PUPILS RECEIVING PART OF THEIR INSTRUCTION IN SEPARATE CLASSES[2]

C. Are there any pupils currently enrolled in this school who receive only part of their instruction in separate classes in this school, for PUPILS WITH SPECIFIC LEARNING DISABILITIES?

Yes... ☐ → Number of pupils in these classes.._____

No.... ☐

D. Are there any pupils currently enrolled in another school who come to this school especially to receive part of their instruction in separate classes for PUPILS WITH SPECIFIC LEARNING DISABILITIES? (Pupils are enrolled elsewhere, come here part-time for separate classes.)

Yes... ☐ → Number of pupils from another school in these classes....._____

No.... ☐

PROFESSIONAL STAFF INSTRUCTING IN SEPARATE CLASSES[2]

E. How many professional staff now instruct in these separate classes for PUPILS WITH SPECIFIC LEARNING DISABILITIES (indicated in 13B through 13D)?

Number instructing full-time in these classes....._____

Number instructing part-time in these classes....._____

If any part-time staff are reported above, continue with 13F; otherwise, skip to G.

F. If one or more professional staff instruct part-time in these classes, what is the total number of "days per week" spent by all these staff members instructing part-time in these classes?

Total days per week....._____

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1) PUPILS WITH SPECIFIC LEARNING DISABILITIES exhibit a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language. These may be manifested in disorders in listening, thinking, talking, reading, writing, spelling, or arithmetic. They include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, etc. They do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, emotional disturbance, or to environmental disadvantages.

(Continued)

INDIVIDUALIZED INSTRUCTION IN THIS SCHOOL[2)]

G. Are there any PUPILS WITH SPECIFIC LEARNING DISABILITIES currently enrolled in this school who receive individualized special instruction for PUPILS WITH SPECIFIC LEARNING DISABILITIES in regular classes from regular teachers?

Yes... ☐ → Number of pupils.....___ ___

No.... ☐ → (Skip to I)

H. How many regular teachers in regular classes provide individualized special instruction to the pupils recorded in G above?

Number of regular teachers.....___

I. Are there any PUPILS WITH SPECIFIC LEARNING DISABILITIES currently enrolled in this school who regularly receive individualized special instruction or assistance (not in separate classes) from specialized professional personnel other than a regular classroom teacher?

Yes... ☐ → Number of pupils.....___

No.... ☐ → (Skip to K)

J. How many specialized professional personnel have as a regular assignment the provision of individualized special instruction or assistance to the pupils recorded in 13I above?

Number of specialized professional personnel.....___

PROVISIONS FOR SPECIAL INSTRUCTION OUTSIDE OF THIS SCHOOL[2)]

K. Are there any pupils currently enrolled in this school who attend another school and/or agency to receive individualized special instruction or to attend separate classes for PUPILS WITH SPECIFIC LEARNING DISABILITIES?

Yes... ☐ → Number of pupils..... ___

No.... ☐

OTHER PUPILS WITH SPECIFIC LEARNING DISABILITIES[2)]

L. Are there any other PUPILS WITH SPECIFIC LEARNING DISABILITIES currently enrolled in this school who have not been reported in questions 13B through 13K above?

Yes... ☐ → Number of pupils.....___

No.... ☐

TOTAL NUMBER OF PUPILS WITH SPECIFIC LEARNING DISABILITIES[3)]

M. What is the Total Number of PUPILS WITH SPECIFIC LEARNING DISABILITIES currently enrolled in this school? (Include those for whom no special instruction or assistance is provided, but do not include pupils enrolled in another school as reported in D.)

Number of pupils.....___

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2) Pupils and staff can be counted in more than one instructional situation. For example, if a pupil is part-time in separate classes and also receives individualized instruction in regular classes, he should be counted in both places.

3) The total number of pupils reported in "M" is not necessarily equal to the sum of all pupils reported in "B" through "L" above, since the same pupils may be counted in more than one place.

Definitions of Selected Terms Used in the Questionnaire

PUPILS WITH SPEECH IMPAIRMENTS have unusual difficulty in oral communication and require specialized instruction.

PUPILS WITH SPECIFIC LEARNING DISABILITIES exhibit a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language. These may be manifested in disorders in listening, thinking, talking, reading, writing, spelling, or arithmetic. They include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, etc. They do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, emotional disturbance, or to environmental disadvantages.

MENTALLY RETARDED PUPILS' level of mental development is such that these pupils have been identified by professionally qualified personnel as unable, without special help, to benefit from the usual school program.

EMOTIONALLY DISTURBED PUPILS have been identified by professionally qualified personnel as having an emotional handicap of such a nature and severity as to require one or more special services, whether or not such services are available.

HARD-OF-HEARING PUPILS' hearing is sufficiently impaired to require specialized instruction.

DEAF PUPILS are those with severe or profound loss of hearing.

CRIPPLED PUPILS have physical impairments which might restrict normal opportunity for education or self-support. This term is generally considered to include individuals having impairments caused by congenital anomaly (e.g., cleft palate, clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, cerebral palsy, etc.), and impairments caused by accidents (e.g., fractures or burns which cause contractures).

A PARTIALLY SIGHTED PUPIL'S sight is sufficiently impaired to require specialized instruction.

BLIND PUPILS are those with severe or profound loss of vision.

SPECIALIZED PROFESSIONAL PERSONNEL other than regular classroom teachers include such personnel as counselors, school psychologists, resource teachers, reading specialists, speech and hearing specialists, etc.

ASSISTANCE includes such services as therapy, diagnosis, treatment, counseling, etc.

* U. S. GOVERNMENT PRINTING OFFICE : 1974 546-477/2017